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ABSTRACT

This study guide is an attempt to relate the serving of adequate and nutritious meals to the total education process and to teach the importance of and the necessity for establishing lifetime nutrition practices. Designed for school food service personnel, it outlines an approach to nutrition education at various levels from preschool through college, adult education, and dietetic internship. Following an introduction of basic aims, beliefs, and factors involved in an effective school lunch program, the booklet is divided into lesson plans for teaching the different age levels. Each lesson plan contains objectives, procedures for meeting objectives, and evaluation experiences. It identifies many opportunities to teach nutrition in school food service, but the school lunch is the only vehicle used. In addition to the lesson plans, nutrition information, description of the Type A meal pattern, meal planning pointers, references, and teaching resources are given. (BL)

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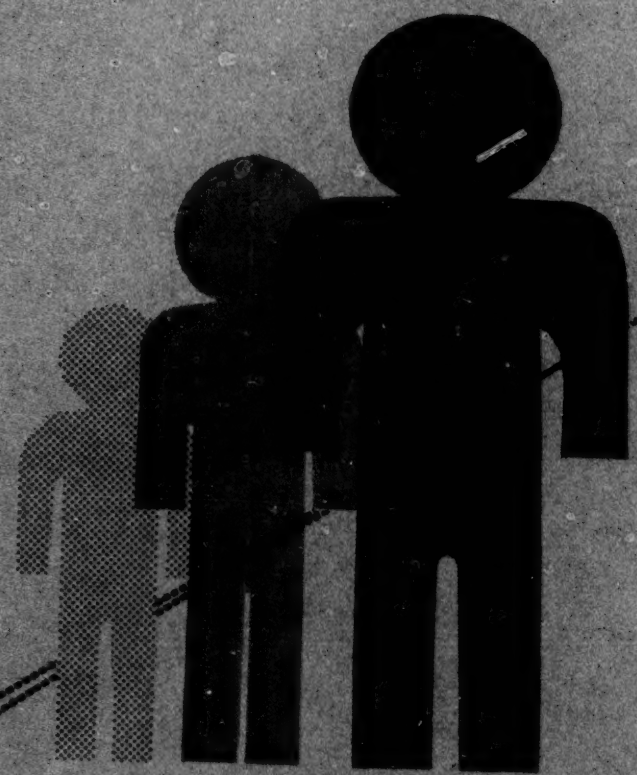
# NUTRITION EDUCATION GUIDE



K - 12
ADULT EDUCATION
DIETETIC INTERNSHIPS

SE 014 528

EDMONDS SCHOOL DISTRICT #15



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TABLE OF CONTENTS


| | PAGE |
|---|---|
| Foreword | |
| The School Lunch Program | 1 |
| Lesson Plans, K-12 | |
| Pre-School, Edmonds Community College | 2 |
| Kindergarten | 3 |
| Kindergarten | 4 |
| Kindergarten | 5 |
| Kindergarten School Lunch Preview Letter | 6 |
| Sample Letter | 7 |
| Kindergarten Schedule Form | 8 |
| Happy, the Clown | 9 |
| Finger Puppets | 10 |
| Primary - Resource Classroom Presentation | 11 |
| Intermediate - Resource Classroom Presentation | 12 |
| All Levels - Central Kitchen Tours | 13 |
| Nutrition Instruction-Tour Request Form | 14 |
| Secondary - Home Economics | 15 |
| Elementary Outdoor Education | 16 |
| Dietetic Intern Program | 17 |
| Dietician's Daily Report Form | 18 |
| High School - Dept. of Vocational Rehabilitation | 19 |
| Food Service Notebook Description | 20 |
| Field Trip Evaluation Form | 21 |
| Grades 11 and 12 - FEAST Program | 22 |
| FEAST - What is it? | 23 |
| Adult Education - General Orientation | 24 |
| Adult Education - Baking | 25 |
| Food Service Training Courses | 26 |
| Type A Meal Pattern Wheel | 27 |
| Health Wheel | 28 |
| Blank Wheel | 29 |
| A and C Vitamins | 30 |
| Guide Sheet | 31 |
| Check List for Planning Plate Lunches | 32 |
| Bibliography | 33 |
| Visual Aids in the School Food Service Department | 34 |

## FOREWORD

In 1946, the Public School Lunch Act was enacted, thereby establishing in the United States a law that made it possible for school districts to prepare and serve hot lunches to those students desiring to purchase hot lunches.

In 1970, the United States government passed legislation and published the regulations with respect to determining eligibility for free and reduced price lunches as prescribed by Public Law 91-248. In the notable year of 1970-1971, we served many more balanced lunches to the youth of America.

This study guide is an attempt to relate the serving of adequate and nutritious meals to the total education process, and to teach the importance of and the necessity for establishing sound lifetime nutrition practices.

Last, but not least, it is an attempt to assist and promote education by building strong bodies through good nutrition, and alert minds by satisfying the physical needs of our bodies through proper eating habits.

Edmonds School District 15
Beatrice McKinney, Director
of Lunchrooms, and Staff

# THE SCHOOL LUNCH PROGRAM

## I. Basic Aims

To provide a nutritious meal for all children who do not go home to lunch.

To develop good food habits in school children and indirectly to improve food habits of their families.

To develop other good habits of health and social behavior.

## II. Basic Beliefs

The school lunch should be an accepted part of the school's administrative program.

Food should be prepared and served under sanitary conditions and in pleasant surroundings.

There should be no discrimination between paying and non-paying pupils.

The school lunch should be an integral part of the total educational program.

Homemaking institutions and school lunch programs should be cooperative, but each program should have its own space and facilities.

Parents and other members of the community should be informed about the school lunch and should be made aware of its values.

## III. Factors Involved in an Effective Program

QUALITY - The Type A pattern is used to provide 1/3 of the day's nutritive requirements.

ACCEPTABILITY - To be eaten by the child and to fulfill its purpose, a food item must fit into local food customs and be prepared so that it retains its nutrients and flavor.

PARTICIPATION - All children in all schools should have a good lunch each day.

LESSON PLAN

Grade Level: Pre-school, Edmonds Community College Name: Mary McFarland

I. OBJECTIVES

1. attitude (feel)
2. skill (do)
3. know (know)

To improve the health and well-being of the children by providing a well-balanced and nutritious meal. We try to introduce them to foods which they might not ordinarily try at home, and consequently improve their eating habits. Hopefully, when they reach grade school, they will be more apt to accept a greater variety of foods, and will certainly benefit from it.

II. PROCEDURES - for meeting the above objectives

Small servings are offered. This seems to encourage them to try a little of everything. We package the lunch as attractively as possible, and provide colored plastic spoons and forks. Finger foods are very popular; carrot and celery sticks, pickles, cheese cubes, small sandwiches, and small containers of puddings - jellos, etc. They really enjoy the element of surprise involved in opening the little containers. They usually eat everything, and love their milk and orange juice.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

We have seen a real change in some of the children since the lunch program began. This leads us to believe that this good balanced lunch has indeed been helpful to them. They have more energy, and their dispositions have improved. Also, their complexions are brighter, and they appear to be happier.

Resource Materials:

Head Start Materials

LESSON PLAN

Grade Level: Kindergarten Name: Ruth Dam

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. Attitudes
   a. To feel that school lunch employees are friendly, helpful people.
   b. To feel confident about buying a lunch and able to do so.
2. To purchase a lunch or snack.
3. To know there is a direct relationship between the food we eat and building our bodies, energy and good health; to know about the four food groups.

II. PROCEDURE - for meeting the above objectives
1. Build the image that school lunch employees are friendly, helpful people, and that they are interested in each student.
2. Wear white uniforms for cleanliness. Employees are not nurses, and do not give shots or medicine. Hairnets and plastic gloves are discussed.
3. Demonstrate hot food carts.
4. Discuss the four main food groups:
   a. Main value of each group
   b. All age groups need the same food groups or "families". You are what you eat. (Chart, Happy the Clown, Finger Puppets)
5. Demonstrate trays and hot cart.
6. Demonstrate "How to Buy a Lunch" and the 1, 2, 3 of it with 2 student "helpers".
7. Demonstrate opening milk cartons and use of napkins.
8. After eating, demonstrate soiled tray return.

III. EVALUATION - of how the objectives were met. (Pre-test and post-test)
1. When possible, test the students' knowledge of how to purchase a lunch by having them tell their teacher everything to do when she purchases her own. (This can be humorous and fun.)

Resource Materials:
1. Washington Dairy Council items - weight tags, four food groups chart.
2. Happy the Clown
3. Finger puppets

LESSON PLAN

Grade Level: Kindergarten Name: June Lagerstrom

I. OBJECTIVES

1. To acquaint kindergarten children with the school lunch program and the Type A lunch.
2. Balanced lunch and knowledge of foods.
3. Procedure of obtaining lunch at school.

1. attitude (feel)
2. skill (do)
3. knowledge (know)

II. PROCEDURES - for meeting the above objectives

1. Prior to classroom presentation, contact the principals and teachers and set a date.
2. Set up the lunch line as the pupil will view it as he purchases his lunch.
3. Introduce four food groups through picture of Type A lunch.
4. Demonstrate procedure for obtaining napkin, straw, fork and spoon, milk, and finaliy, a full lunch.
5. When lunch is finally on his tray, return to room to dine.
6. Demonstrate disposal of leftover food and utensils.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

1. Teachers were very cooperative and made a very special party of the program.
2. Children had been anticipating this event since the opening of school.
3. It is a successful program.

Resource Materials:

Dairy Council
Type A wheels and information form

LESSON PLAN

Grade Level: Kindergarten Name: Mary McFarland

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. To familiarize the kindergarten group with the lunch line procedure.
2. To give them a short, but interesting talk (with visual aids) on the part that good eating habits play in their future good health and well-being.

II. PROCEDURE - for meeting the above objectives
Time: 50-60 minutes
1. Introductions: server and self. The server is the head cook, or sometimes a dietetic intern. (Note: the interns are very interested, as this is usually a new experience for them.)
2. Points covered:
   a. Where the food is cooked - central kitchen
   b. How transported - food trucks
   c. The use of hot carts and cold carts, and a demonstration of the pan space in each one.
   d. Discussion of the reasons for wearing hairnets and white uniforms.
   e. The use of plastic gloves when handling food and why food is covered. (Dust, hairs, etc.)
   f. Talk on the benefits of eating balanced meals, using the basic four food groups. Use "Jolly Green Giant" to demonstrate the lack of muscle, bone, and energy. The results of a poor diet are demonstrated.
   g. Dance with "Jolly Green Giant".
   h. One student shows how to go through the lunch line. The others follow, pay 15¢, pick up trays, napkins, and straws.
   i. Opening milk and use of napkin
   j. Disposing of trays, papers, etc.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)
1. Behavior changes in students at close of session.
2. Verbal and written expressions of the teachers as to the value.
3. Number of students who buy their lunch in grade 1 the following year.

Resource Materials:
1. Washington Dairy Council Forms - Four food groups, weight tags
2. "Jolly Green Giant" doll

TO: Elementary Principals

FROM: Cafeteria Office, Ruth Dam

SUBJECT: KINDERGARTEN SCHOOL LUNCH PREVIEW

This spring, we are again welcoming an opportunity to give each kindergarten class a "preview" of our school lunch operation so that, as first graders, they will better understand the process of buying a school lunch. Every spring, we have enjoyed presenting this same program to all of the kindergarten classrooms in our district. As a result, a number of first grade teachers reported that the first graders last fall had more self-confidence or assurance when buying their lunches and did understand the process of buying a school lunch much better.

Our "preview" consists of a 15-minute discussion of nutrition with an explanation, in simple terms, of the school lunch program. This is followed by an actual opportunity to purchase and eat food from our serving carts, which would involve another 15 to 20 minutes. We plan to serve jello, cookie and milk for 15 cents to each student. This gives the students an opportunity to pay the cashier, handle the tray, silver, napkin and straw.

Again this year, we would like to suggest a date for the previews at your school. It would help your lunchroom manager considerably to have her schools serve the jello and cookies on consecutive days. Also, we try to avoid having previews on Mondays because the teachers have commented that this is a less desirable day for the students to remember their change.

The date we would like to schedule your kindergarten preview is

_____

Please check this date with your kindergarten teachers and, if for any reason it needs to be changed - such as a scheduled field trip - please contact me as soon as possible.

Please complete the attached form and return it to me at your earliest convenience. If you have any questions about the "preview", please contact Ruth Dam, cafeteria office (PR8-8820). Thank you.

Note: We are attaching a sample letter which your teachers may wish to use.

EDMONDS SCHOOL DISTRICT 15

SAMPLE LETTER

Date_____

Dear Parent:

Each spring, we begin planning for our fall opening of the school lunch program. On ____(date)_____, we are giving your child's kindergarten class a "preview" of our school lunch operation so that, as first graders, they will better understand the process of buying a school lunch.

Mrs. McKinney, Director of Food Services, and her staff plan to serve jello, a cookie and milk to each student for the price of fifteen (15) cents. This will give each child an opportunity to pay the cashier, handle the tray, silver, napkin and straw. This "preview" will eliminate much of the confusion next fall on our first day of school lunch service.

We hope your kindergarten child will participate in this "preview". Please send the fifteen cents to school with him (or her) on the date mentioned above.

Thank you,

Date:_____

Principal:_____

School:_____

We have the following kindergarten sessions scheduled at our school:

| KINDERGARTEN TEACHER'S NAME | TIME OF SESSION FROM: | TO: | NUMBER OF STUDENTS | PREVIEW SCHEDULE |
|---|---|---|---|---|
| | | | | |
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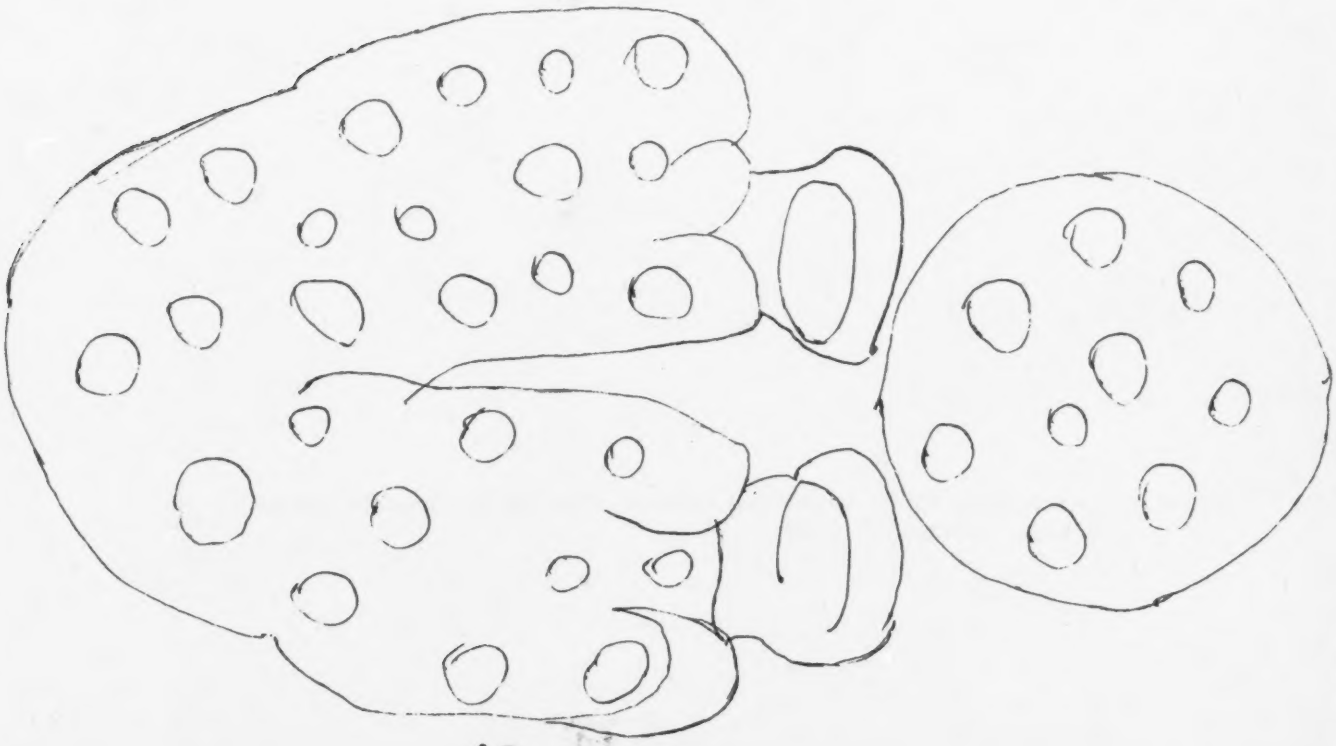


FIVE HEALTHY LITTLE CLOWNS

1. This little clown is happy and gay.
2. This little clown drinks his milk every day.
3. This little clown is strong and tall.
4. This little clown eats his fruits, vegetables and all.
5. This little clown is called "Smilin' Pete",
   'cause the right find of food he'll always eat!

Source: THE SCHOOL LUNCH by Marion Cronan, Charles A. Bennett Company, Inc., Peoria, Illinois, 1962.

LESSON PLAN

Grade Level: Primary - Resource Classroom Presentation Name: Ruth Dam

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES

1. To feel a desire to eat the four food groups each day because you are what you eat.
2. To know the basic concepts of nutrition.
   a. Nutrition is the food you eat and how the body uses it. We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.
   b. Food is made up of the different nutrients needed for growth and health. All nutrients needed by the body are available through food, and many kinds and combinations of foods can lead to a well-balanced diet. No food by itself has all the nutrients needed for full growth and health.
   c. All persons, throughout life, have need for the same nutrients, but in varying amounts. The amounts of nutrients needed are influenced by age, sex, size, activity, and state of health.
3. To know that the Type A school lunch supplies food from each of the four food groups each noon, and provides 1/3 of our daily nutritional needs.

II. PROCEDURE - for meeting the above objectives

1. Explain why we eat foods and that we are what we eat.
2. Discuss the four food groups and relate in simple terms to why we eat, what nutrients come from the various food groups, and what happens to our bodies. Use the food groups chart. Poem: One for your muscles, two for the glow, etc.
3. Explain that all age groups - moms, dads, grandparents, babies and teachers - need these four families (food groups).
4. Use Happy, the Clown, and finger puppets to relate nutrition concepts.
5. Relate school lunch menu to food groups. Tell food group each menu item is in.
6. Plan simple menus for breakfast, lunch and dinner.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

1. When going over menu items, ask students what good things will happen to them from eating each food. This tests their understanding of main nutritional values of each food group.
2. Relate feedback from teacher to better balanced sack lunches and better eating of Complete Type A lunch and less foods thrown away.
3. Check menus to see that all four food groups are included and that accepted foods are listed. Use colored picture form of menu planning to show texture and color of menus.

Resource Materials:

1. Happy, the Clown, and finger puppets
2. Dairy Council Forms: chart, weight tags, 1 2 3 4-way small forms, four food groups.

LESSON PLAN

Grade Level: Intermediate Level-Resource classroom Presentation Name: Ruth Dam

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES

1. To eat the four food groups each day for breakfast, lunch and dinner. To eat snacks from some of these food groups.
2. To feel a desire to eat these groups because food becomes you.
3. To know the basic concepts of nutrition as listed in "Nutrition Education in School Lunch", pamphlet published by ASFSA.
4. To review and/or learn the four food groups, basic nutrients and main values of each.
5. To prepare a nutrition map.

II. PROCEDURE - for meeting the above objectives

1. Present "The Power of Food".
2. Use nutrition chart, and color a nutrition map as related to the film strip.
3. Vitamins and minerals discussed more in depth according to the understanding level of students.
4. Relate Type A lunch to nutrition and four food groups.
5. Explain National School Lunch Program.
6. Explain the basic principles of menu planning.
7. Explain contest - school lunch menu planning.
8. Discuss the value of good breakfasts.
9. Question and answer period.

III. EVALUATION - of how the objectives were met. (Pre-test and post-test)

1. Menu planning indicates understanding.
2. Improvement of breakfast and lunch habits indicates positive change in attitude.
3. Classroom test improvement related by teacher would indicate positive results.

Resource Materials:

1. "The Power of Food", filmstrip by National Livestock and Meat Board.
2. Nutrition Chart
3. Washington Dairy Council's Four Food Groups work sheet.
4. Type A lunch requirement forms - wheel.
5. Type A lunch nutrition forms - wheel.
6. Blank wheels.

LESSON PLAN

Grade Level: All levels - Tour central kitchens Name: Ruth Dam

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. To gain understanding with the students that food production is such that it produces good-tasting, well-liked products which are clean, sanitary, and have a good appearance.
2. To show the students where their foods are prepared, to learn about quantity food production, saving time and energy of employees that prepare school lunches, their efforts and work schedules.

II. PROCEDURE - for meeting the above objectives
1. Remove coats, sweaters, etc., in the teachers' dining room.
2. Introduce the manager and her assistant. Review menus. List items to look for during tour, i.e., size of vanilla container as related to Mother's at home, size of spaghetti box, how many ovens and their size, what we cook spaghetti in, etc. (Note: If I visit the classroom of these students before the tour, I assign them the project of looking at some of Mother's food and equipment so they are better able to compare sizes during the tour. This creates interest, too!)
3. Tours have class divided into two parts, so students can hear and see better. A field supervisor or manager takes half the class.
4. Relate equipment, food and supplies to home. Show operation and differences. Tell uses, number of servings, sizes, where purchased, when used, etc.
5. Explain sanitation procedures from hairnets to dishmachine temperatures, etc.
6. Explain baking operation, transportation of foods, lunch service at noon, sack lunches, etc.
7. Indicate where many of the favorite foods are prepared throughout the tour; fish sticks, pizza, tacos, wieners, etc.
8. Explain time schedules of employees. Show time and labor-saving equipment and energy-saving procedures.
9. For older age groups or home economics classes, materials and construction of equipment are discussed in the tours.

III. EVALUATION - of how the objectives were met. (Pre-test and post-test)
1. Thank you letters, student art pictures of kitchen, and teacher feedback indicate the value of the tours.

Resource Materials:

Dairy Council: Weight Tags
Four Food Groups Charts

EDMONDS SCHOOL DISTRICT NO. 15, SCHOOL FOOD SERVICE DEPARTMENT

NUTRITION INSTRUCTION and/or TOUR REQUEST FORM

Date:_____

School:_____

Teacher:_____

Room No.:_____

Grade:_____

I hereby request the following service or services from the School Food Service Department:

_____ A nutrition and health presentation in my classroom on _____ (date) at _____ (time of day)

_____ A tour of our central kitchen on _____ (date) at _____ (time of day).

_____ A visitation of our central office and the money counting machine on _____ (date) at _____ (time of day).

Teacher's comments or questions:

---

INSTRUCTION and/or TOUR CONFIRMATION
(To be completed by Cafeteria Office and one copy returned to requesting teacher.)

Date of Presentation_____

Time of Day_____

Signed by_____

FORM: LR-3 (Prepare in duplicate)

LESSON PLAN

Grade Level: Secondary Schools - Home Economics Name: Ruth Dam

| |
|---|
| 1. attitude (feel) |
| 2. skill (do) |
| 3. knowledge (know) |

I. OBJECTIVES
1. To develop the attitude that eating a balanced diet is very important and should be followed.
2. To be able to plan, prepare and eat a balanced diet.
3. To learn about sub-clinical symptoms related to poor food habits.
4. To gain an understanding of the purposes, rules, regulations, and financial assistance regarding the National School Lunch Program.

II. PROCEDURE - for meeting the above objectives
1. Present slide tape production, "Washington State Teenagers - Are They Well-Nourished?"
2. Compose chart on blackboard of nutrients lacking for boys and girls, and list foods needed to improve teenage diets. Relate these foods to the four food groups.
3. Discuss the importance of a good breakfast. Relate medical studies.
4. Discuss the importance of teenage nutrition habits as related to marriage, motherhood, and family responsibilities.
5. Present purposes, rules, regulations and financial assistance regarding the Nation School Lunch Program. Present nutrition of Type A lunches.
6. Question and answer period.

III. EVALUATION - of how the objectives were met. (Pre-test and post-test)
Feedback from teachers as related to:
1. Observed changes in food habits
2. More concern for eating properly
3. Fewer students skipping breakfast and/or lunch
4. More understanding of the school lunch program
5. Improvement in observable health status

Resource Materials:

"Washington State Teenagers - Are They Well-Nourished?" by W.S.U.

Handouts about school lunch:
1. Circles of requirements, nutrition, menu planning guides
2. Vitamin charts

Dairy Council Publication -- Four Basic Food Groups

LESSON PLAN

Grade Level: Elementary Outdoor Education Name: Beatrice McKinney

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. To promote emotional stability through friendly service.
2. To create a learning situation and to develop responsibility and consideration of others.
3. To emphasize the importance of good sanitation, even in a relaxed atmosphere.

II. PROCEDURE - for meeting the above objectives
1. Use team approach with cooks in proper food preparation, streamlining labor.
2. Good communication is emphasized. Workers are urged to consult the camp director and to be flexible with scheduling.
3. Senior high student counselors are given definite assignments to assist with kitchen duties. Procedures are planned which allow students to set tables and help with small tasks to increase their awareness of responsibility to others.
4. FEAST students are given definite work assignments with definite schedules. They are encouraged to spend their free time sharing in camp activities with the younger students.
5. Sanitation and temperatures of food to be served, stored and processed are emphasized with FEAST students, high school student counselors and students involved in kitchen chores.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)
1. An exact accounting is required of the number of meals served to students and adults.
2. Ratings of FEAST workers and student counselors are given.
3. Written and verbal communications are exchanged between teachers and cooks.
4. The camp coordinator reports to the lunchroom office on the acceptance of the service.
5. A general meeting of all camp personnel is held to discuss results, problems and recommended changes.

Resource Materials:
1. Menu planning committees
2. Accounting procedures
3. Workbooks prepared about the area. See sample on display.
4. Materials gathered at camps for future reference.

LESSON PLANS

Grade Level: 5th Year College Students — Name: Beatrice McKinney
School Lunch Division, American Dietetic Intern Program

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES

1. To obtain a concept of the overall organization of the school lunch program.
2. To achieve successful communication skills, both oral and written. This includes understanding the organization of a district and the levels of department heads and subordinates.
3. To gain some skill in evaluation of workers, through observation of units regarding management of production, assignments, techniques of solving problems.
4. To use records in financial management.
5. To develop research in an area of interest.

II. PROCEDURE - for meeting the above objectives

1. Introduce the intern to administrators and their departments. Explain the dietary organization of your unit. Require written and oral reports on the intern's daily visitations.
2. Set up guide procedures for studying groups of children through contact with teachers and principals.
3. Require attendance at menu meetings. Require a written set of menus considering the factors necessary in production, serving and meeting the nutritional requirements.
4. Require attendance at work sessions with workers, and an analysis of a profit and loss statement. Interns are required to submit suggestions which they feel might help managers reduce costs, increase participation.
5. Correct daily income sheets. Tally milk records, place orders according to inventory. Figure inventory costs.
6. Submit a plan for research, obtaining clearance through the school lunch director or the director of elementary or secondary education.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

1. Evaluation is made between the intern and the director of the program. A written resume of the work accomplished is given the intern to read. Oral discussion follows to clarify any form of communication.
2. Evaluation is good if it gives credit to achievements and points out areas that could be improved. Please see intern rating sheet.

Resource Materials:

Students are given reading lists of all resource materials. They are encouraged to use professional libraries, and to seek reliable sources for correct information.

EDMONDS SCHOOL LUNCH DIETICIAN'S DAILY REPORT

NAME: _____

DATE: _____ SCHOOL: _____

| | |
|---|---|
| I. CONFERENCE WITH COOK-MANAGER | |
| A. Check menu | |
| B. Check work schedule (See that it is posted) | |
| C. Check leftovers | |
| D. Equipment repair (Request repairs through maintenance, then follow up in a few days to be sure it is done.) | |
| II. SUPERVISE SERVING AREAS | SCHOOL: _____ |
| A. Serving temperature of food | |
| B. Taste, flavor and appearance of foods | |
| C. Standard portions served | |
| D. Sanitation practices in serving and of the workers | |
| E. Time spent with servers | |
| III. TEACHER COMMENTS | SCHOOL: _____ |
| A. Comments | |
| B. Where discussed (Classroom, lounge, teacher meetings, etc.) | |
| C. Time spent with teacher discussions | |
| IV. PERSONNEL PROBLEMS<br>Suggestion: Arrange conference with cook-manager and worker. Listen to the problem. Try to help individuals solve difficulty. If extra help is needed, arrange conference with Bea. | |
| V. MISCELLANEOUS COMMENTS:<br>Use back of page for special or lengthy notations. | |

LESSON PLAN

Grade Level: High School - D.V.R. (Department of Vocational Rehabilitation) Name: Ruth Dam

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES

1. To provide successful learning experiences in a vocational field which has much carry-over to work in non-school enterprises, i.e., time sheets, uniforms, work procedures to follow, public relations, etc.
2. To learn food production and serving techniques and skills.
3. To serve students, sell foods, keep adequate records, and to follow cleanup and sanitation procedures.
4. To develop attitudes for being responsible, productive workers who are able to cooperate with fellow workers.

II. PROCEDURES - for meeting the above objectives

1. Class called to order. Uniforms, working relations, overview of the course are discussed.
2. Because these students are prone to absences, have learning problems, and have varying degrees of learning ability, class progression is slow and cannot be predicted in advance. A course notebook outline is attached which contains a list of subject areas studied, discussed, reported about, and audio-visuals and related tours throughout the semester.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

1. Spelling, composition and practical math are included in tests which are not too difficult so that students will experience some degree of learning success.
2. Attitude and behavioral changes as reported by case worker and medical doctor.
3. Oral speeches on simple subjects give experience in public speaking and make evaluation of attitudes, skill and knowledge possible.

Resource Materials:

Films)
Books) See attached lists
Tours)

## FOOD SERVICE NOTEBOOK DESCRIPTION

1. The School Lunch Program

    Purpose and History
    Requirements and Regulations
    Reimbursement and Government Surplus

2. Type A Meal Pattern and School Lunch Menus

3. Menu Planning

4. The Special Milk Program

5. Cashiering

    Prices
    Change Making
    School Lunch Forms
    Responsibilities

6. Food Cost Accounting

7. The School Lunch Worker

8. Sanitation

9. Safety

10. Food Serving and Table Setting

11. Kitchen Floor Plans and Layout

12. Institution Equipment

13. Food Preparation

    Main Dishes
    Cooked Vegetables
    Salads
    Baked Products
    Desserts and Fruits

14. Field Trips - Evaluations of Each Trip

15. Bulletin Boards and Posters

16. Newspaper Articles

17. Miscellaneous

## FIELD TRIP EVALUATION

Field Trip:_____ Date:_____

I. Purpose(s) of the Field Trip:_____

II. Good Constructive Points Observed:_____

III. Constructive Criticism of Situations Observed:_____

IV. Please write a short summary of the value of this trip to you.

NAME:_____

LESSON PLAN

Grade Level: Grades 11 and 12 - FEAST Name: Margaret Grinstead

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES

1. To provide a program that will make school more meaningful, challenging the student's interest and developing his full potential.
2. To provide the opportunity to appraise the food service industry as a career.
3. To develop confidence in student's ability to learn a trade.
4. To provide employable skills for entry into the food industry.
5. To stimulate interest in finding employment and to encourage further training at the college level.

II. PROCEDURE - for meeting the above objectives

1. English: Provide the student with skills needed for effective communication, both written and oral. Introduction to terminology used in the industry.
2. Mathematics: Instruction and review of basic skills and application to on-the-job use, i.e., extending inventories, ordering, increasing recipes, figuring yield, and other areas.
3. Home Economics: Introduction to proper dress, safety, sanitation, etc. Also, basic background as to recipes, menu planning, table setting, together with actual food production. Gives basic background to further work in school lunchroom kitchen.
4. School lunch kitchen: Introduction to use of institutional equipment and experience in all areas of quantity food production, i.e., bakery, salad, sandwich and entree.
5. Counselor: Contacts with industry covering tours, and available positions in the industry.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)

1. Written tests on material covered.
2. Behavioral changes noted in attitudes toward school, fellow workers, etc.
3. Progress evaluations written by members of the team.
4. Evaluations by employers.

Resource Materials:

1. Library materials supplied at training workshop for teaching team.
2. Combined experience of team members, gained during workshop sessions.

FEAST

I. What is Project FEAST?
(Foods Education and Service Training)
FEAST, a two-year program, offers interested and qualified students, in the 11th and 12th grades, an opportunity to explore and then to prepare for a career in the Food Service and Hospitality industry.

II. What is taught?
Using the team planning approach, students are taught the fundamentals of commercial foods preparation and service. This is coordinated through the Business Mathematics, English and Home Economics teachers, the school cafeteria manager and the guidance counselor, and incorporated into a regular high school curriculum.

III. What is the Project FEAST Workshop?
Prior to starting a Project FEAST program, each school sends a "Team" of teachers to be oriented to the Food Service and Hospitality Industry through four weeks of training. The workshop is offered by the State Coordinating Council for Occupational Education, the University of Washington, and Seattle Community College. Each "Team" is composed of a Guidance Counselor, Cafeteria Manager, Home Economics, English, and Business Mathematics teacher.

PHASE I (the first two-week period) is spent in practical laboratory experience. All team teachers work three days at each "station" -- (1) Food Preparation, (2) Baking, (3) Dining Room Service and Storeroom Operation.

This phase also provides added insight into the Food Service Industry through contact with guest speakers from hotels, restaurants, clubs, institutions, school lunch programs, and unions.

PHASE II (the second two-week period) is devoted to developing coordinated curriculum by each participant.

IV. Industry Involvement
Each school has an active Advisory Committee from management and labor. Their guidance gives assurance that the program meets the needs of the industry.

LESSON PLAN

Grade Level: Adult Education - General Orientation Name: Beatrice McKinney

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. To introduce basic nutrition principles used in the Type A lunch program.
2. To inform and enlighten individuals on the organization of the Federal Lunch Program.
3. To become aware of physical signs of vitamin deficiencies and ways to correct them.
4. To be able to recognize the relationship of eating patterns with behavior, academic achievement and emotional security.

II. PROCEDURE - for meeting the above objectives
1. Explain federal regulations and the local community's role in the operation of a lunch program.
2. Using slides and tapes to demonstrate, discuss the effect a student's health has upon his growth and mental processes.
3. Using organization charts, demonstrate group roles in successful lunch programs and the great need for communication.
4. Through food preparation demonstrations, show the correct way to handle and prepare food with little loss of nutrients.
5. Demonstrate the safety features on equipment. Give the value of the equipment to emphasize the importance of taking care of the community's investment.
6. Assign written menus to give each individual a different viewpoint of planning and balancing a group of foods together.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)
1. A written test determines whether the students have gained the basic knowledge.
2. Obtain a follow-up evaluation of the worker after on the job training has been given.
3. An individual's success can be determined by the inter-relationships he has with the students, his co-workers, and the community.

Resource Materials:
See Bibliography.

LESSON PLAN

Grade Level: Adult Education - Baking Name: Beatrice McKinney

1. attitude (feel)
2. skill (do)
3. knowledge (know)

I. OBJECTIVES
1. To know what wheat and bakery products contribute to good nutrition.
2. To gain knowledge of bakery tools and proper care and uses.
3. To emphasize safety and health hazards in a bakery department.
4. To know the basic ingredients used in baking and rules for storage and usage.
5. To develop the skills and ability to produce quality and quantity in a given time period.

II. PROCEDURE - for meeting the above objectives
1. Bakery equipment and the nutrients used in baking, such as wheat, yeast, shortening and eggs, are reviewed.
2. A professional baker demonstrates the correct way to produce. Then the class works in teams, following instructions and illustrations.
3. In each period, certain sections are covered, such as quick breads, straight bun dough, cookies, cakes and Danish pastry.
4. Each class member is given an opportunity to use and clean the large equipment.
5. A different team approach is used, and each member of the team is rotated, until each member has had an opportunity to complete each task.
6. Mathematics is introduced by enlarging and decreasing formulas.
7. There are mental exercises, and question and answer periods to help individuals with individual problems.

III. EVALUATION - of how the objectives were met (Pre-test and post-test)
1. Products are graded and evaluated in the group.
2. A follow-up check is made of methods used by employees to produce what they have learned in baking class.
3. Comparisons of different units are made at general sessions for all bakery employees.
4. The acceptance of the individual's baked products served on the Type A lunch is observed.

Resource Materials:
See Bibliography.

EDMONDS SCHOOL DISTRICT 15
FOOD SERVICE TRAINING COURSE

We have two broad areas that we cover in our training. The first is a twenty-five hour course offered to prospective school lunch employees or persons interested in child nutrition and the relationship of the school lunch service to the health and welfare of children. Eight units are completed.

1. The organization of the school lunch program, explaining federal regulations, and the local community's role in the operation of a lunch program.

2. Students' health and the relationship to diet. Slides and visual aids are used to show vitamin deficiencies and their effect upon growth and mental processes.

3. Job descriptions of kitchen staff and equipment operation.

4. Sanitation, with tests given for food handler's card.

5. Explanation and observation of food preparation, quantities and methods.

6. Serving food and portion control.

7. Demonstrations and work sessions on large institution equipment.

8. Public relations - communication between the school lunch workers, the schools and the community.

We have courses for beginning baking, which also completes eight units.

1. Use and care of tools and equipment, health and safety, and sanitation in the bakery.

2. Dough mixing, with emphasis on hamburger and wiener buns, and importance of flours.

3. Quick breads - muffins, cornbread - and study of yeast and retarded doughs.

4. Demonstration of Danish pastry

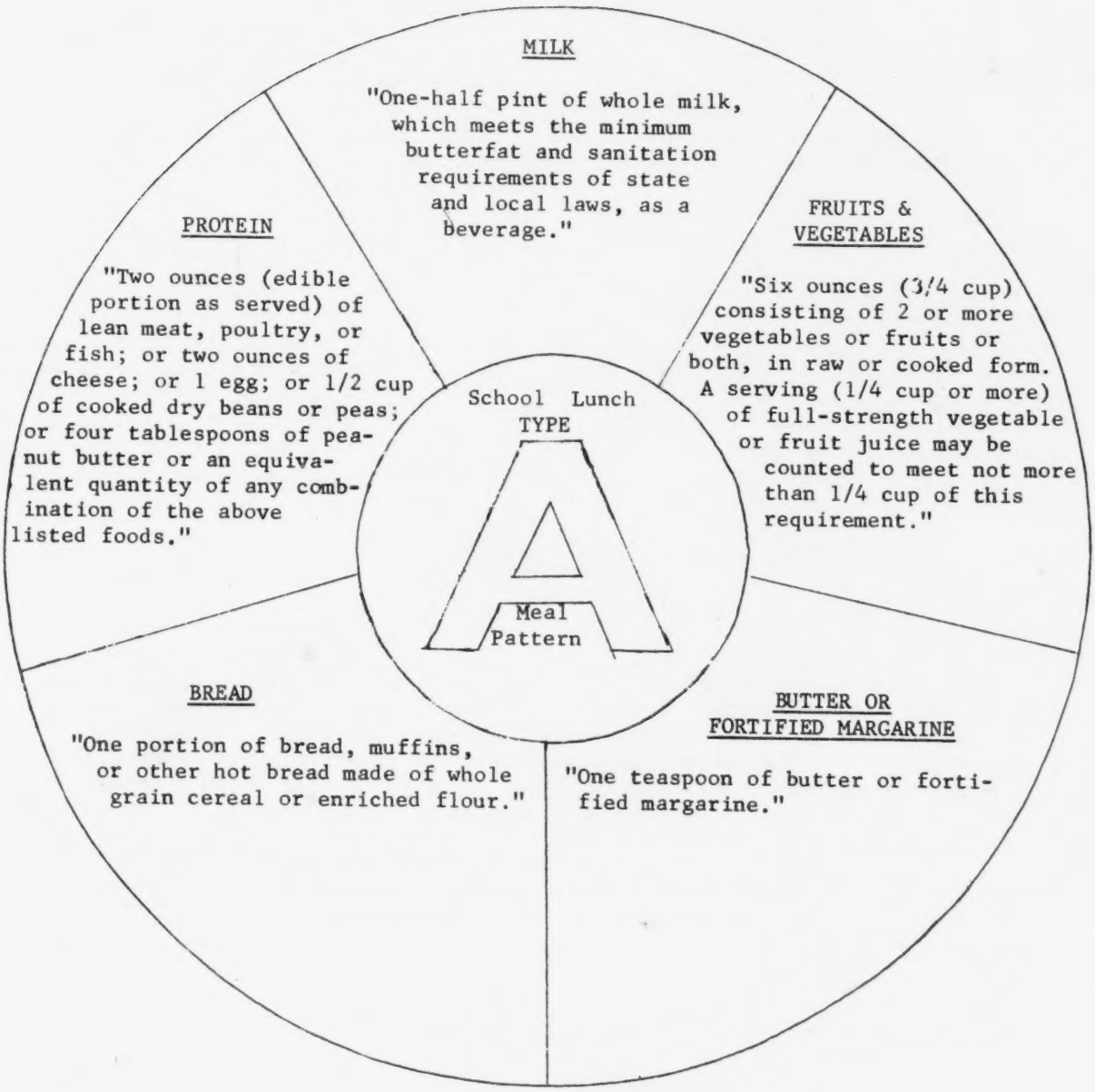
5. Work with formulas, demonstration of biscuits, introduction to cakes.

6. Preparation of cakes and cookies

7. Introduction to pie dough and cobblers

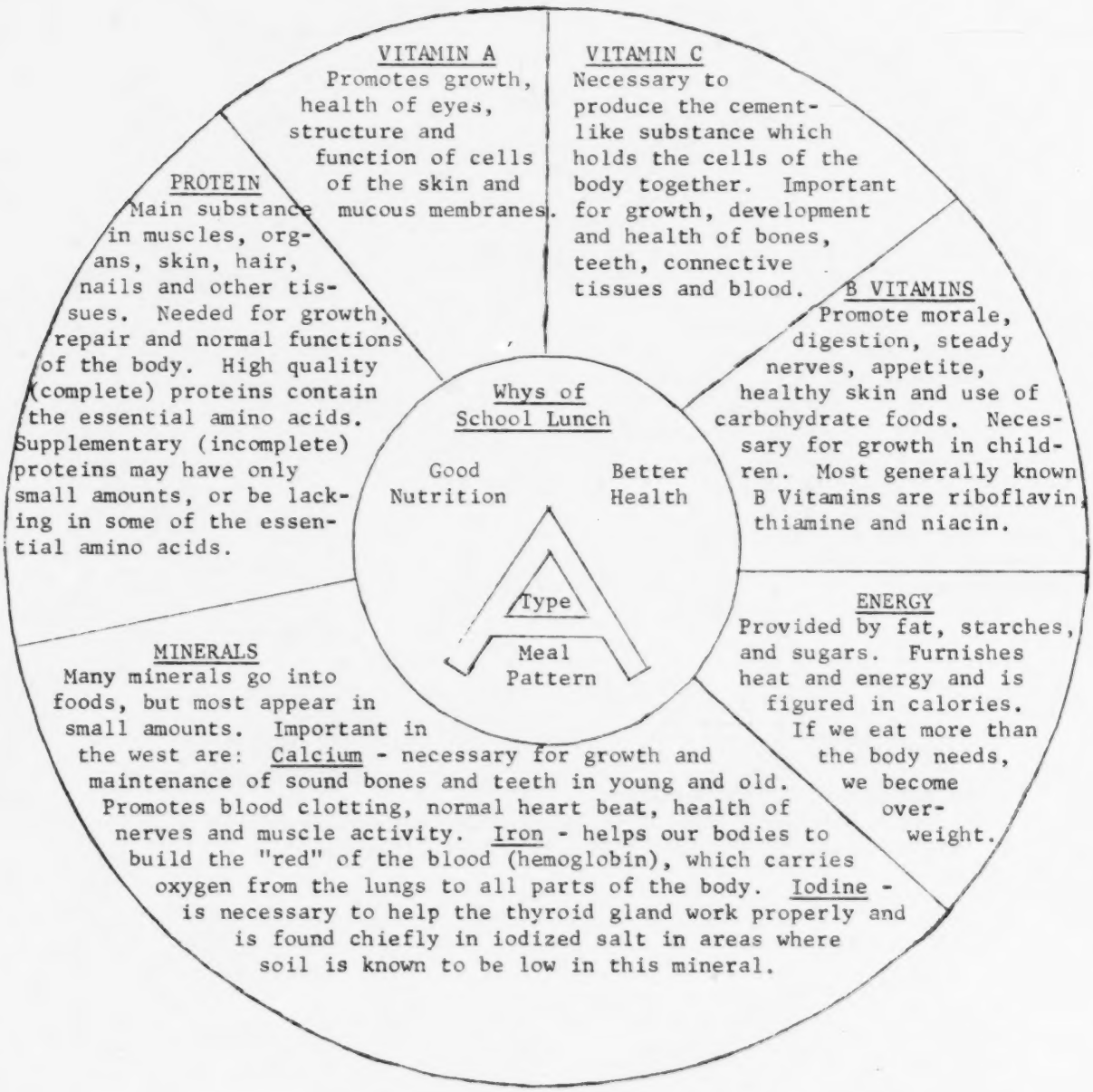
8. Individual groups assigned different recipes. Performance test for material covered.

SCHOOL LUNCH TYPE A MEAL PATTERN

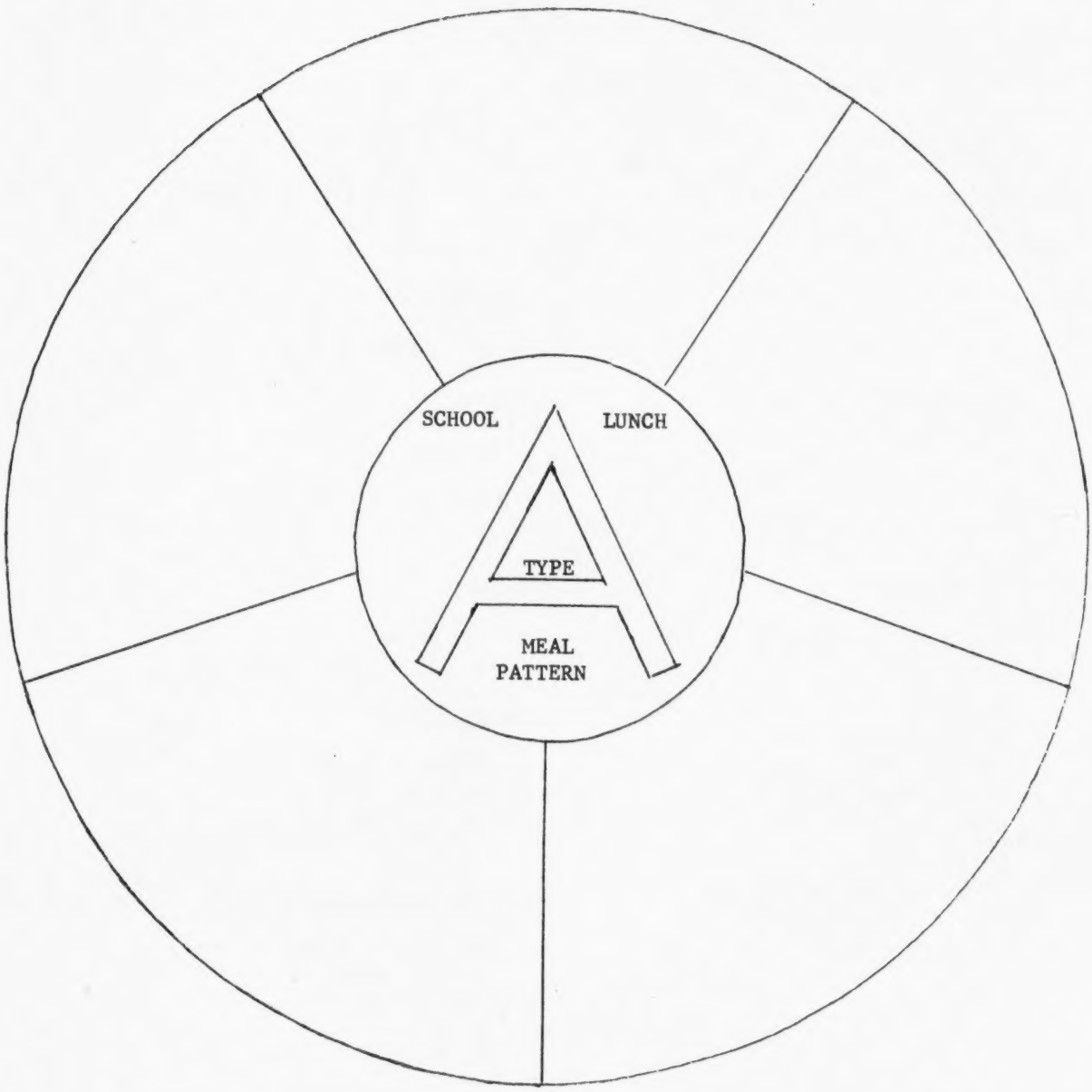

MILK
"One-half pint of whole milk, which meets the minimum butterfat and sanitation requirements of state and local laws, as a beverage."
PROTEIN
"Two ounces (edible portion as served) of lean meat, poultry, or fish; or two ounces of cheese; or 1 egg; or 1/2 cup of cooked dry beans or peas; or four tablespoons of peanut butter or an equivalent quantity of any combination of the above listed foods."
FRUITS & VEGETABLES
"Six ounces (3/4 cup) consisting of 2 or more vegetables or fruits or both, in raw or cooked form. A serving (1/4 cup or more) of full-strength vegetable or fruit juice may be counted to meet not more than 1/4 cup of this requirement."
School Lunch TYPE
A
Meal Pattern
BREAD
"One portion of bread, muffins, or other hot bread made of whole grain cereal or enriched flour."
BUTTER OR FORTIFIED MARGARINE
"One teaspoon of butter or fortified margarine."

TYPE A WHEEL SCHOOL LUNCHES FOR GOOD EATING

SCHOOL LUNCHES FOR GOOD HEALTH


VITAMIN A
Promotes growth, health of eyes, structure and function of cells of the skin and mucous membranes.
VITAMIN C
Necessary to produce the cement-like substance which holds the cells of the body together. Important for growth, development and health of bones, teeth, connective tissues and blood.
PROTEIN
Main substance in muscles, organs, skin, hair, nails and other tissues. Needed for growth, repair and normal functions of the body. High quality (complete) proteins contain the essential amino acids. Supplementary (incomplete) proteins may have only small amounts, or be lacking in some of the essential amino acids.
B VITAMINS
Promote morale, digestion, steady nerves, appetite, healthy skin and use of carbohydrate foods. Necessary for growth in children. Most generally known B Vitamins are riboflavin, thiamine and niacin.
Whys of School Lunch
Good Nutrition
Better Health
Type
Meal Pattern
ENERGY
Provided by fat, starches, and sugars. Furnishes heat and energy and is figured in calories. If we eat more than the body needs, we become overweight.
MINERALS
Many minerals go into foods, but most appear in small amounts. Important in the west are: Calcium - necessary for growth and maintenance of sound bones and teeth in young and old. Promotes blood clotting, normal heart beat, health of nerves and muscle activity. Iron - helps our bodies to build the "red" of the blood (hemoglobin), which carries oxygen from the lungs to all parts of the body. Iodine - is necessary to help the thyroid gland work properly and is found chiefly in iodized salt in areas where soil is known to be low in this mineral.

HEALTH WHEEL


SCHOOL
LUNCH
TYPE
MEAL
PATTERN

## A AND C VITAMINS

Winter is a time when you may find it difficult to purchase food containing good sources of Vitamins A and C at a price within budgetary limitations. The following list, adapted from pages 4 and 5 in "Planning Type A School Lunches", PA 264, have been prepared to help you with menu planning.

Many of the vegetables and fruits listed below are available in the Pacific Northwest.

### VITAMIN A

Serve twice a week.
Good source A - Fair source (a)

Deep Yellow Gold:

- Apricots A
- Cherries (a)
- Peaches (a)
- Prunes (a)
- Tangerines (a) - C
- Carrots A
- Corn (a)
- Pumpkin A
- Squash, winter A
- Sweet potatoes A - C

Dark Green:

- Asparagus, green (a) - (c)
- Beet greens A
- Broccoli A - C
- Chard A
- Lettuce, green (a)
- Parsley (a)
- Peas, green (a)
- Green beans (a)
- Endive (a)
- Spinach A - C
- Green pepper (a)

### VITAMIN C

Serve one each day.
Good source C - Fair source (c)

Citrus Fruits:

- Grapefruit C
- Orange C
- Tangerine C - (a)

Berries:

- Blackberries (c)
- Loganberries (c)
- Raspberries (c)
- Strawberries C

Tomatoes:

- Raw tomato C - (a)
- Cooked tomato (c) - (a)

Cabbage family:

- Broccoli C - A
- Cabbage, raw C
- Cauliflower (c)
- Sauerkraut (c)

Green and Leafy Vegetables:

- Asparagus, green C - (a)
- Celery, green (c)
- Peppers C - (a)
- Spinach C - A
- Green peas (c)

Potatoes, cooked in their skins:

- Sweet potato C - A
- Irish potato (c)

Miscellaneous:

- Pineapple (c)
- Rutabaga (a)

GUIDE SHEET

INTRODUCTION

Points to consider in planning lunches.

I. Type A School Lunch
- 2 ounces cooked protein rich food:
  (2 oz. of cooked or canned lean meat, poultry or fish; or 2 oz. cheese; or 1 egg; or 1/2 cup of cooked dry beans or peas; or 4 tablespoons of peanut butter; or any equivalent quantity of any combination of these foods served in the main dish or in the main dish and one other menu item.
- 6 oz. of raw, cooked or canned vegetable and/or fruit
- 1 or more slices of whole grain or enriched bread
- 1 teaspoon butter as a spread and/or seasoning
- 1/2 pint whole unflavored milk

II. Timing
- Labor
- Equipment

III. Costs of foods and use of commodities

IV. Popularity, texture, flavor and color

TOUR OF KITCHEN

Equipment

AREAS

I. COOK

Steam Jacket Kettle
- a. Size
- b. Construction
- c. Use

Ovens
- a. Size
- b. Decks
- c. Construction
- d. Dampers

Range
- a. High speed - reason
- b. Wells unit

II. BAKER
- a. Ovens
- b. Table
- c. Rolling bins
- d. Mixer - Attachments
- e. Proof cabinet
- f. Refrigerator - Thermometer
- g. Divider-Rounder machine

III. DISHWASHER
- a. Temperature
- b. Dishwashing materials
- c. Rinsit
- d. Pot and pan washing material
- e. Sanitation

IV. STORAGE
- a. Walk in refrigerator - temperature
- b. Storeroom
  1. Sanitation
  2. Size cans and number per case

CHECK LIST FOR PLANNING PLATE LUNCHES

1. Does it meet Type A lunch requirements?

   1/2 pint milk
   2 oz. protein (cooked weight)
   3/4 cup fruit or vegetable
   Bread and 1 teaspoon butter

2. Does it have eye-appeal?

   Color
   Neat arrangement on plate
   Correctly cooked to preserve appearance
   Only one mixture
   Only one creamed or sauce dish

3. Does it have taste appeal?

   Variety of texture
   Good seasoning
   Correctly cooked to preserve taste and food value
   Hot food HOT
   Cold foods COLD

4. Is it popular?

   Offer at least one well-liked dish
   Use fresh and raw vegetables frequently
   Use salads
   Offer hot breads and varied sandwiches
   Offer something very different occasionally

5. Is it a bargain?

   The cost of the food a la carte should exceed the price of the plate.

6. Are free foods used to advantage?

   AVOID: Repetition of menus
   Too many mixtures
   More than one sauce or creamed dish
   Clashing colors
   Colorless plate
   All soft foods
   Overcooking

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## VISUAL AIDS IN THE SCHOOL FOOD SERVICE DEPARTMENT

Edmonds School District No. 15

| | |
|---|---|
| **I. Slides with Tape Recording** | |
| "Washington State Teenagers - Are They Well-Nourished?" by Washington State University, Home Economics Research, Pullman, Washington (1-58) | Secondary Level |
| "Classroom Food Service", by the Edmonds School District | Secondary and Adult Levels |
| "Baking in the Edmonds School District", by the Edmonds School District. | Adult and Special |
| "Short Cuts in Food Production", by the Edmonds School District. | Adult and Special |
| **II. Film Strips without Sound** | |
| "Why Eat a Good Breakfast?" by the Cereal Institute, Inc. | Intermediate and Secondary |
| "Your Daily Bread", by the American Bakers Association | Secondary Level |
| **III. Film Strips with Sound Tapes** | |
| "The Power of Food", by the National Live Stock and Meat Board. | Intermediate |
| "How Food Becomes You", by the National Dairy Council. (Tape needs to be completed.) | Intermediate |
| **IV. Film Strips with a Record** | |
| "Sausage - A Tradition in Good Eating", by the Sausage Council, National Live Stock and Meat Board. | Secondary and Special |
| "Take a Good Look", by the American Dietetic Association. | Secondary Career Programs and Special. |
| "A New Horizon: Careers in School Food Service", by Guidance Associates, Pleasantville, N.Y. | Secondary Career Programs and Special |
| **V. Educational Films** | |
| "Starvation without Hunger", by the California State Dairy Council. | Secondary and Adult |
| "Safe Handling of Foods in Quantity", produced in cooperation with Cornell University, Ithaca, N.Y. | Adult and Special |